International Affairs Career Field (IACF) Education and Training Plan

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Preface

In today's dynamic global security environment, building strong relationships with allies and partners has never been more relevant, or more important. International relationships are critical enablers for US Air Force expeditionary air and space forces conducting global operations and fighting the war on terrorism. Building these critical relationships requires skilled, knowledgeable, and experienced International Affairs (IA) professionals.

Our Air Force, and indeed our nation, depends on our political-military expertise to build relationships with our partners and allies that facilitate access and overflight, partner nation capability and capacity, and ultimately, coalition interoperability. The International Affairs Career Field (IACF) is a key element in deliberately developing our civilian IA professionals, and will greatly improve our ability to recruit, educate, train, and retain, a superior team capable of meeting present and future challenges.

The Career Field Education and Training Plan (CFETP) provides the framework and guidance necessary for planning, developing, managing, and conducting a career field training program. The plan also documents a "training roadmap" for the career field that identifies recommended training and certification applicable to IACF team members during their career progression. Using guidance provided in this CFETP will ensure IACF team members receive effective and efficient training at the appropriate points in their development. This plan will enable those in the IACF to train today's Airmen for tomorrow's growing demands.

Abbreviations & Terms Explained

ACSC– Air Command and Staff College: Air Force's intermediate developmental education (IDE) school; prepares field grade officers and officer-equivalent civilians to apply air and space power during peace and war, and challenges faculty and students to think critically and creatively. Geared toward teaching the skills necessary for command, ACSC focuses on shaping and molding tomorrow's squadron commanders.

ACQ–Acquisition

AETC–Air Education and Training Command

AF–Air Force

AFIT–Air Force Institute of Technology: The Air Force's graduate school of engineering and management as well as its institution for technical professional continuing education.

AFMC–Air Force Material Command

AFPC–Air Force Personnel Center

AFSAC–Air Force Security Assistance Center

AFSAT–Air Force Security Assistance Training Squadron

AFSEM–Air Force Senior Executive Management

ALS–Airman Leadership Course: Provides the foundation of Developmental Education to prepare junior enlisted members and civilians to become effective Air Force supervisors. Emphasis is placed on developing leadership and supervisory capabilities and preparing the members for increased responsibility.

ASBC–Air and Space Basic Course: Six-week course that enables officers and officer-equivalent civilians to comprehend their roles as Airmen who understand and live by USAF core values; comprehend air, space, and information operations as the primary means for effectively employing air and space power as a part of the joint warfighting team; and understand Air Force history, doctrine, and distinctive capabilities as the foundation for the effective employment of air and space power.

ASPC–Air and Space Power Course: A self-paced, web-based, interactive course. The course allows students to develop a broad comprehension of air and space power principles, concepts, and applications.

AU–Air University: Air University provides the full spectrum of Air Force education, from pre-commissioning to the highest levels of developmental education, including degree granting and professional continuing education for officers, enlisted, and civilian personnel throughout their careers.

AWC–Air War College: The senior school in the Air Force developmental education system. The college prepares selected senior officers and equivalent civilians for key staff and command

assignments through the study of national security issues and the effective employment of aero-space forces in joint and combined combat operations.

BCF–Basic Cost Fundamentals

BDE–Basic Developmental Education: Specific educational opportunities inside the AF to include but not limited to Squadron Officer School, and the AF Intern Program.

CDE–Civilian Developmental Education: Identifies civilians with demonstrated leadership potential and then selects the leadership development program that is right for them given their record of performance, career goals and needs of the Air Force.

CFETP–Career Field Education and Training Plan: A comprehensive, multipurpose document that encapsulates the entire spectrum of training for a career field or specialty. It outlines a logical growth plan that includes training resources and makes career field training identifiable, eliminates duplication, and is budget defensible.

CON–Contracting

DAU–Defense Acquisition University: Provides assignment-specific, and acquisition continuing education courses for military and civilian acquisition personnel within the Department of Defense.

DoD–Department of Defense

IACF–International Affairs Career Field

IDE–Intermediate Developmental Education: Specific educational opportunities inside and outside the AF to include but not limited to Air Command and Staff College, and identified advanced academic degree programs.

LOG–Logistics

MAJCOM–Major Command

OJT–On the Job Training

PAQ–Palace Acquire

PME–Professional Military Education

PMT–Program Management

SAF/IA–Secretary of the Air Force, International Affairs

SAM–Security Assistance Management

SDE–Senior Developmental Education: Specific educational opportunities inside and outside the AF to include but not limited to Air War College, National Defense University, Industrial College of the Armed Forces, Army War College and Naval War College.

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SLOC–Senior Leader Orientation Course

SOS–Squadron Officer School: Developmental education for Air Force officers and officer-equivalent civilians begins with Squadron Officer School (SOS). These members build the foundations for their careers in four curriculum areas: Officership, air and space power, leadership tools and applications, developing skills, techniques and attitudes to better serve as leaders and mid-level supervisors in the Air Force.

Total Force–All collective Air Force components (active, reserve, guard, and civilian elements) of the United States Air Force

T-CDP–Transition-Civilian Development Plan: A dynamic tool that enables an individual and his/her supervisor to identify the employee's desired goals and determine and plan necessary actions, training, and education to help him/her become eligible for positions that will assist achievement of those goals. T-CDP should be reviewed no less than once a year to determine and make any necessary adjustments.

USAF–United States Air Force

1.0 Introduction

1.1 Purpose

This CFETP is a management tool for commanders, supervisors, mentors, trainers, and the Career Field Development Team to plan, develop, manage and conduct a robust career field training program for IACF personnel. The CFETP provides a path for civilians to achieve professional development through tactical, operational, and strategic levels. Each level of development allows civilians to gain expertise, education, training, and enduring competencies that align with their military counterparts.

1.2 IACF Vision

Create an IA civilian workforce that possesses the competencies necessary to meet the challenges of the ever-changing global political-military environment.
The essential elements are:

- **Focused, career-oriented professional development** – IACF must develop civilians with required IA skills and provide assignment experiences to optimize their performance and maximize their opportunities as Airmen
- **Leadership committed to the professional development of our workforce** – ongoing mentoring by seasoned and experienced leaders must be an essential element in developing civilians at all levels
- **High individual commitment** – team members committed to making a long-term investment in their education and professional career development

1.3 IACF Mission

To develop civilians with the required knowledge, skills, and experience to execute IA programs in support of the USAF mission and US national security objectives.

2.0 IACF Management

IACF management is accomplished through the joint efforts of the following key personnel and organizations:

- **Functional Authority (FA)**—The Deputy Under Secretary of the Air Force, International Affairs (SAF/IA) serves as the FA and provides oversight and advisory services related to the IA community. Responsibilities include:
  - ➢ Serving as a member of the Force Development Council and providing corporate perspective on functional community requirements
  - ➢ Providing strategic oversight of Total Force Development (IACF and International Affairs Specialist Program) to include identification and prioritization of functional community requirements
  - ➢ Establishing and chairing the IA Policy Council, which establishes policy and provides guidance and direction for the Career Field

- **Functional Manager (FM)**—The Assistant Deputy Under Secretary of the Air Force, International Affairs (Asst SAF/IA) serves as the FM and provides functional management that includes ensuring the IA community is equipped, developed, and sustained to meet the IA mission. Responsibilities include:
  - ➢ Providing career field guidance
  - ➢ Ensuring development opportunities align with IA mission requirements and future needs of the total Air Force
  - ➢ Appointing Career Field Manager to manage IACF operations

- **Career Field Manager (CFM)**—SAF/IA Director of Policy serves as the CFM and implements career field policies, plans and programs. Responsibilities include:
  - ➢ 'Day-to-day' career field operations—addressing issues and coordinating specialty concerns
  - ➢ Providing central oversight for career field training and education
  - ➢ Chairing the Development Team

- **Development Team (DT)**—The DT continuously assesses, develops and implements a comprehensive plan for achieving IACF mission-driven force development requirements. Responsibilities include:
  - ➢ Implementing Air Force and career field policies and programs affecting career field management
  - ➢ Identifying key operational and strategic IACF positions
  - ➢ Developing education, experience, and assignment vectors for the IACF
  - ➢ Reviewing Transitional-Civilian Development Plans (T-CDP), Career Briefs, and recommending training courses and assignments for eligible personnel
  - ➢ Providing developmental feedback to personnel via T-CDP
  - ➢ Coordinating and prioritizing nominations for Civilian Developmental Education (CDE) programs, long-term training degree programs, and career broadening assignments
  - ➢ Interfacing with Air Force Personnel Center (AFPC) and other career fields regarding planning, projections, and funding for IACF requirements

- **Career Field Management Team (CFMT)**—The CFMT will administer IACF Centrally Managed positions. CFMT responsibilities include:
  - Developing and maintaining position templates
  - Ensuring referral lists for vacant positions consist of Air Force-wide candidates meeting standard merit system principles
  - Providing career counseling to personnel and advice to the CFM on professional development, and career field management strategies to include placement and utilization of IACF civilians
  - Offering advice to IACF team members on career developmental opportunities
  - Facilitating DT vectoring and selection meetings, and providing T-CDP feedback to team members and their supervisors
  - Coordinating IACF recruitment criteria for PAQ interns

- **Training and Education Panel (TEP)**—The TEP will develop and recommend IACF training and education policies and/or changes to the IACF DT. TEP tasks include:
  - Developing and implementing the CFETP
  - Developing Career Path Guidance
  - Developing Career Broadening Development Plans
  - Developing Intern Training and Development Plans
  - Managing the requirements for the IA Certification and Career Development Program
  - Advocating mentorship and development efforts

- **Unit Leadership**—Unit Leadership will ensure immediate supervisors and personnel accomplish formal and unit level On-the-Job Training, IA Certification, and T-CDPs as specified in this CFETP.

- **Supervisors of IACF Team Members**—Supervisors of IACF personnel will be responsible for the following:
  - Ensuring team members attend and complete required training and unit training tasks
  - Assigning mentors to new IACF team members
  - Reviewing progress and providing feedback to the IACF member quarterly until core unit training is complete

- **IACF Team Members**—IACF team members will accomplish initial training requirements and become certified through the IA Certification Career Development Program. Personnel on Centrally Managed positions must also complete a T-CDP annually.

2.1 Approval of the CFETP

Major Command (MAJCOM) representatives serving on the TEP will review and coordinate this CFETP prior to approval by SAF/IA. The TEP will evaluate and update the plan annually or as necessary to meet IACF requirements.

3.0 IACF Occupational Series

To increase understanding of representative IACF occupational series, detailed descriptions are provided. Descriptions include a general explanation of the classifications for positions that perform IA-specific work.

3.1 GS – 130 Foreign Affairs Series

Includes all classes of positions the duties of which are to advise on, administer, supervise, or perform research or other professional and scientific work in the departmental formulation and direction of the foreign affairs of the Government or in the study and disposition of information bearing on international relations.

3.2 GS – 131 International Affairs Series

Includes all classes of positions the duties of which are to advise on, administer, supervise, or perform professional work in the formulation and implementation of foreign policy of the United States in the conduct of the relations, primarily of a political or politico-economic nature, of the United States with other governments.

3.3 GS – 301 Miscellaneous Administration and Program Series

Includes positions the duties of which are to perform, supervise, or manage nonprofessional, two-grade interval work for which no other series is appropriate. The work requires analytical ability, judgment, discretion, and knowledge of a substantial body of administrative or program principles, concepts, policies, and objectives. Skill code AKTAGM1XK reflects the requirement for analytical abilities necessary to develop foreign agreements.

3.4 GS – 1701 General Education and Training Series

Includes positions that primarily involve professional work in the field of education and training when the work is not more appropriately covered by another professional series in this or any other group. Included are positions where: the work has characteristics that may be identified with more than one professional education series with none predominant; the combination of professional knowledge required by the work is not specifically covered by another series; or the work is in a specialized professional field not readily identifiable with other existing series in this or any other group. The use of skill code ADU reflects the requirement for skills necessary to develop and manage international training and education programs.

4.0   Part 1: IACF Education and Training

4.1   IACF Career Progression and Development Templates

(Adapted from Air Force Doctrine Document 1-1, Leadership and Force Development; and Force Development CONOPS)

4.1.1 Tactical Level – Personal Leadership

At the tactical level, AF civilian members master their primary duty, skills and responsibilities, and gain a general understanding of team leadership and an appreciation for institutional leadership. Assignments should establish and build depth of knowledge and technical expertise within IA. This level includes gaining knowledge and experience in a primary skill, combined with educational and leadership training exercises.

Figure 1: IACF Tactical Development Template

TACTICAL DEVELOPMENT TEMPLATE: PB 1/Equivalent (GS 1-8)

Air Force Institutional Competencies, Skills, Education and Training   **International Affairs (IACF)**

Enduring Leadership Competencies

- Exercise Sound Judgment
- Adapt and Perform Under Pressure
- Inspire Trust
- Lead Courageously
- Assess Self
- Foster Effective Communication
- Lead by Example

Institutional Education and Training

- AF Civilian Orientation Course
- Supervisor Training
- Basic Developmental Education: ASBC,SOS, NCOA
- Mentorship Program Mentee

Leadership Skills

- Interpersonal Skills
- Technical and Tactical Competence
- Problem Solving
- Performing Leader Tasks
- Performance Counseling
- Short Range Planning and Mission Accomplishment

General Occupational Competencies

- Personnel Management
- Financial Management
- Business Administration

General Occupational Skills

- Staff and Support
- Project Management
- Problem Solving Techniques
- Effective Communication Principles
- Time Management
- Critical Thinking
- Team Work
- Basic Computer Knowledge

Education

- Associates Degree
- Bachelors Degree*

* IA team members are encouraged to participate in the Civilian Tuition Assistance Program.

Functional Competencies

- Generalized knowledge of IA functional areas: (i.e. Security Assistance, International Cooperative Research, Development, or Acquisition, Foreign Disclosure, and Technology Transfer Control, etc.)
- Entry-level knowledge in IA discipline (i.e., Logistics, Acquisition, Program Management, etc.)
- Knowledge/experience in one IA functional area
- Knowledge of laws and regulations that affect IA such as FMS/SC case development, execution, and closure

Functional Education and Training

- International Program Security Requirements Course (IPSR)
- Introductory Security Cooperation Course (i.e., SAM-C, SAM-OC)
- Introductory development course in IA discipline (i.e., Logistics, Acquisition, etc.)
- Level I IA Certification

Experience

- 1-5 years experience in IA coded position
- 3-5 years at Wing or Base Level
- Multi-Wing Experience
- PAQ intern training and development at Base level

4.1.2 Operational Level – Leading People and Teams

At the operational level, AF civilian members transition from a specialist to an individual who understands Air Force integration. This level includes continued broadening of experience and increased responsibility within a related family of skills. Team members in operational level positions continue to develop personal leadership skills, while developing familiarity in institutional leadership competencies. During this time, career broadening and cross-functional assignment experience opportunities should be considered to increase potential for career progression.

Figure 2: IACF Operational Development Template

OPERATIONAL DEVELOPMENT TEMPLATE: PB 2/Equivalent (GS 9-13)

Air Force Institutional Competencies, Skills, Education and Training | **International Affairs (IACF)**

Enduring Leadership Competencies

- Shape Air Force Strategy
- Create and Demonstrate Vision
- Enterprise Integrations and Resource Stewardship
- Embrace and Lead Change
- Drive Execution
- Attract, Develop and Retain Talent

Institutional Education and Training

- Intermediate Developmental Education: ACSC, ELDP, AFIT, Academic Programs, Fellowships
- Squadron Director Course
- Planning, Programming, and Budgeting System (PPBS) Training
- Supervisor Training
- Mentorship Program Mentee/Mentor

Leadership Skills

- Technical and Tactical Ability to Synchronize Systems and Organizations
- Sophisticated Problem Solving
- Interpersonal Skills Emphasizing Influencing Others Through Communication
- Shaping Organizational Structure
- Directing Operations of Complex Systems
- Tailored Resources to Organizations or Programs
- Establishing Policies that Foster a Healthy Command Climate

General Occupational Competencies

- Financial Management
- Personnel Management
- Systems Integration

General Occupational Skills

- Program Management
- Advanced Problem Solving
- Team Building
- Analytical Ability
- Advanced People Skills
- Project Management
- Time Management

Education

- Bachelors Degree*
- Masters Degree*

* IA team members are encouraged to participate in the Civilian Tuition Assistance Program.

Functional Competencies

- Introductory/Intermediate level of experience in a second IA functional area
- Intermediate/Advanced knowledge in IA discipline (i.e., Logistics, Acquisition, Program Management, etc.)
- Broad knowledge of the IA community and operations of other governmental agencies and functions
- Knowledge of Security Cooperation policy and specific program procedures

Functional Education and Training

- Specialized Security Cooperation course offered by DISAM or DoD agency (i.e., SAM-CF, SAM-TO, Mid-East Orientation Course, etc.)
- Intermediate/Advanced development courses in IA discipline (i.e., Logistics, Acquisition, etc.)
- Level II IA Certification

Experience

- 5-9 years experience in IA coded position
- 1 Career Broadening Assignment
- 1 Cross-Functional Assignment
- Organizational Mobility–minimum 3 assignments in the same command
- Squadron CC/Division Chief/Deputy
- MAJCOM, Joint, Air Staff Action Officer Flight/Office/Branch/Team Chief/Deputy

4.1.3 Strategic Level – Leading Institutions

At the strategic level, AF civilian members combine highly developed occupational and enduring competencies to apply broad professional leadership capabilities. Strategic positions will require individuals to develop a deep understanding of Air Force missions and how operational capabilities and resources are integrated to achieve synergistic results and desired effects. Individuals will also develop a greater understanding of how the Air Force operates within joint, interagency, and multinational relationships. At this level, an individual's required competencies transition from the integration of people with missions to leading and directing exceptionally complex and multi-tiered organizations.

Figure 3: IACF Strategic Development Template

STRATEGIC DEVELOPMENT TEMPLATE: PB 3/Equivalent (GS 14-15)

Air Force Institutional Competencies, Skills, Education and Training   **International Affairs (IACF)**

Enduring Leadership Competencies

- Shape Air Force Strategy
- Create and Demonstrate Vision
- Enterprise Integrations and Resource Stewardship
- Embrace and Lead Change
- Drive Execution
- Attract, Develop and Retain Talent

Institutional Education and Training

- Defense Senior Leader Development Program
- Civilian Strategic Leadership Program
- Senior Executive Development Courses/OPM Training
- Senior Developmental Education: AWC, ICAF, ICAF SAC, AFIT, Academic Programs, Fellowships
- Mentorship Program Mentor

Leadership Skills

- Technical Competencies on Force Structure and Integration
- Technical Competencies on Unified, Joint, Multi-National and Inter-agency Operations
- Resource Allocation
- Management of Complex Systems
- Conceptual Competence in Creating Policy and Vision
- Interpersonal Skills Emphasizing Consensus Building and Influencing Peers and Policy Makers

General Occupational Competencies

- Financial Management
- Personnel Management
- Systems Integration

General Occupational Skills

- Advanced Decision Making
- Engage in creative, Innovative Thinking for New Solutions/Options
- Advanced Communication Skills
- Manage Entire Functions
- Think and Work Across Boundaries
- Drive Transformation
- Maintain Geo-political Awareness
- Build Coalitions and Communications
- Understand and Execute Budgets

Education

- Masters Degree*
- Doctorate

* IA team members are encouraged to participate in the Civilian Tuition Assistance Program.

Functional Competencies

- Intermediate/Advanced level of experience in a second IA functional area
- Advanced knowledge in IA disciplines
- Extensive knowledge of Security Cooperation programs and procedures
- Knowledge of Strategic Planning , policy development, and IA strategy as it relates to MILDEP, DoD, and National Security strategic plans
- Broad knowledge of National Level Policies and Strategic Plans
- Broad understanding of fiduciary responsibility of IA appropriations

Functional Education and Training

- Advanced Security Cooperation course (i.e., SAM-E)
- Advanced development courses in IA discipline (i.e., Logistics, Acquisition, etc.)
- Specialized Security Cooperation courses offered by DoD agencies
- Level III IA Certification

Experience

- 10-15 years experience in IA coded position
- 2+ Cross-Functional Assignments
- MAJCOM, Air Staff, NAF, SAF/HAF Directorate/Division Chief/Deputy
- Overseas Assignment, Cross Service

4.1.4 International Affairs Career Pyramid

The pyramid below provides a visual depiction of the Air Force career levels described in this section.

Figure 4: International Affairs Career Pyramid
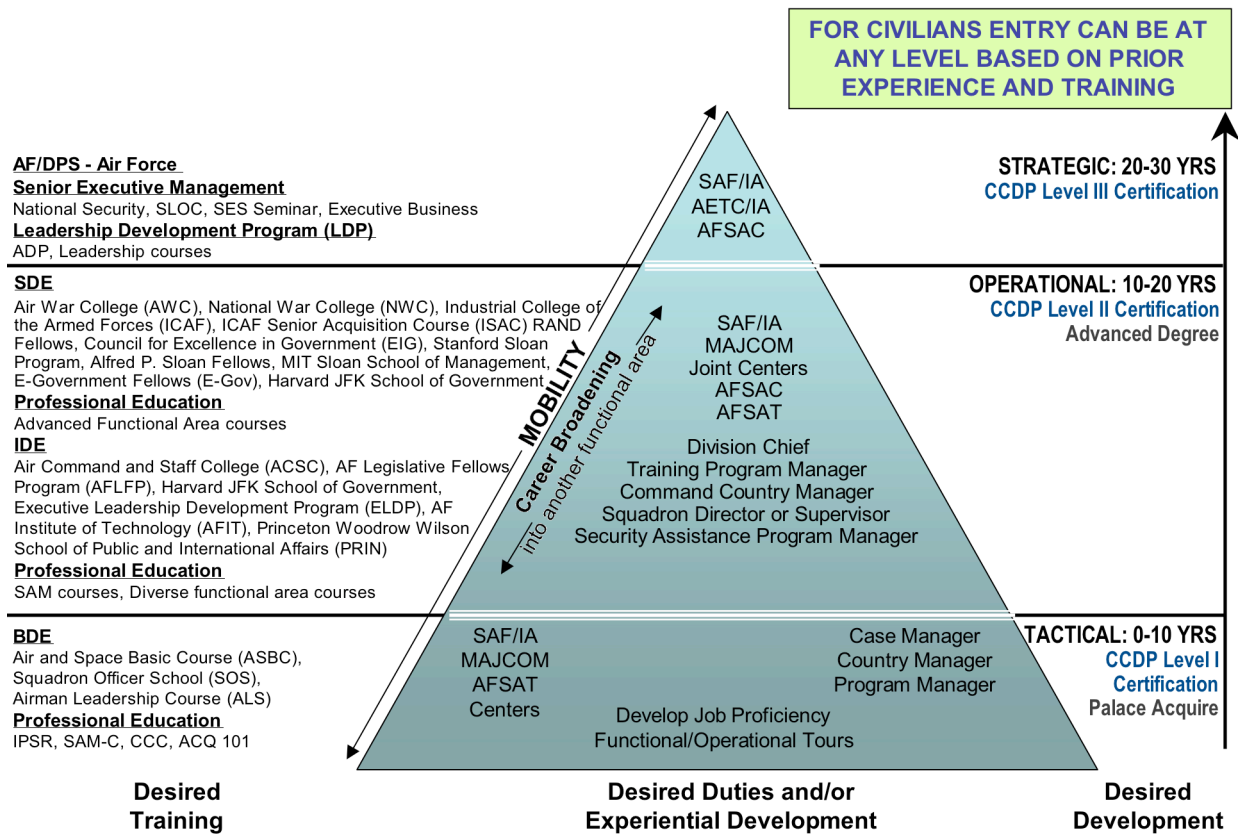
4.2 IA Certification and Career Development Program

Quality training and continual learning play an extremely important role in the Air Force's ability to accomplish its mission. Therefore, it is essential that senior leaders are involved in planning, developing, managing, conducting, and evaluating an effective and efficient training program. IACF will leverage the Department of Defense (DoD) International Affairs Certification and Career Development Program (CCDP) to determine training for IA community personnel. CCDP has three levels of certification. Each certification level identifies specific requirements that must be met in order to be certified.

4.2.1 Level I – Basic or Foundation Level

Level I standards are designed to establish fundamental qualifications and expertise in the individual's IA career. Development at Level I provides a foundation for career progression and is designed to prepare qualified and motivated personnel for positions of increasing responsibility. Level I individuals should be exposed to IA functions and the roles of its various specialized areas. In addition to participating in education and training courses, it is extremely beneficial for individuals to develop enhanced capabilities through structured on-the-job rotational assignments among a variety of functional offices.

Level I certification requires the following:
- Work Experience:
  - Two (2) years in an IA assignment
- Training:
  - International Programs Security Requirements (IPSR) Course
  - Two introductory functional development courses
  - Introductory security cooperation course offered by the Defense Institute of Security Assistance Management (DISAM) and/or other relevant international affairs job-related introductory course offerings within a federal agency
- Education:
  - 24 undergraduate or 12 graduate semester hours in a relevant academic area are desirable, but not required

4.2.2 Level II – Intermediate Level

At Level II, specialization is initially emphasized. Development continues, including rotational assignments, but the responsibilities and lengths of time an individual spends in each position generally increase.

While specialization is emphasized at the beginning of this level, the individual should later begin to broaden his or her background toward a more general expertise in the overall process of IA management. Development of the generalist normally involves establishing a good foundation of experience in the employee's primary specialty followed by multi-functional experience accomplished by lateral movement to a related IA specialty. Leadership training is also required at this level. A list of approved leadership training courses is included in Appendix B of this document.

Level II certification requires the following:
- Work Experience:
    - Four (4) years in an IA assignment
- Training: All training required for Level I certification plus:
    - Intermediate functional development course in the individual's primary area of expertise
    - Introductory functional development course in a secondary area of expertise
    - Intermediate or specialized course in Security Cooperation offered by DISAM, the International Security and Technology Transfer/Control Course, or other IA job related courses offered by Joint Special Operations University (JSOU) or within other federal agencies
    - At least one formal course in leadership or management that includes a minimum of 24 hours of instruction
- Education:
    - Baccalaureate degree with 24 semester hours in a relevant academic area or graduate level course work in a topic area relevant to IA is desirable, but not required

4.2.3 Level III – Advanced or Expert Level

At Level III, advanced IA education and training becomes essential. Individuals at this level should seek IA-related opportunities throughout the Air Force and DoD components and pursue additional formal education opportunities. Leadership training is also emphasized at Level III. For certification at this level, personnel must complete leadership training that emphasizes strategic thinking, innovation, problem solving, decision making and/or leading teams or organizations. Examples include Intermediate Developmental Education (IDE), Senior Developmental Education (SDE), Office of Personnel Management leadership courses, and Naval Postgraduate School Defense Resource Management Institute courses.

Level III certification requires the following:
- Work Experience:
    - Six (6) years in an IA assignment
- Training: All training required for Levels I and II certification plus:
    - Advanced functional development course in the individual's primary area of expertise
    - Intermediate functional development course in a secondary area of expertise
    - Advanced or specialized course in security cooperation offered by DISAM or other IA job related courses offered by JSOU or within other federal agencies
    - At least one formal course in leadership or management that includes a minimum of 40 hours of instruction
- Education:
    - Baccalaureate degree with 24 semester hours in a relevant academic area, a Masters degree within a relevant concentration, and/or Professional Military Education (PME) is desirable, but not required

4.3 IACF Development Planning

The vision of Civilian Force Development is to create a civilian workforce that is responsive to requirements and can be managed as an integral part of the Total Force, including mobility where it serves the Air Force and the IA mission. Through robust career field management, integrated leadership education, and clearly defined requirements, the Civilian Force Development concept will better integrate the development of the civilian workforce with that of the military component in order to produce a Total Force that can lead and be managed as one and where civilian and military roles can be interchangeable.

The Air Force Personnel Center (AFPC) Transition–Civilian Development Plan provides a generic template for IACF team members to map civilian career progression and goals. Using this tool in conjunction with the development templates provided in Section 4.1, IACF civilian team members, supervisors, and Career Field Development Team can develop effective long-term career plans.

4.3.1 Transition–Civilian Development Plan (T-CDP)

All personnel interested in training and development opportunities must complete a T-CDP to allow personnel the opportunity to receive feedback from DT members in the form of training, education, and assignment vectors. Supervisors will endorse civilian T-CDPs and submit to the CFMT. The DT will review and vector T-CDPs for appropriate IACF personnel annually per the AFPC DT meeting cycle. The DT will assign at least one vector, perhaps more than one, in either experience or education and training to each individual reviewed. Once provided with the vectors, it is the individual's responsibility to pursue recommendations. Possible vectors that the Development Team may assign include the following:

- Experience Vectors
  - Tactical leadership position
  - Operational leadership position
  - Career broadening, intra/cross-functional position
  - On track–leave in current position
- Education and Training Vectors
  - Basic, intermediate, or senior developmental education
  - Advanced academic degree
  - Leadership training
  - IA certification

4.3.2 The Way Ahead – Continuing Education

Continuing education is integral to career development. The TEP will develop a continuing education policy that requires continuous learning points.

5.0 Part 2: Education and Training Resources

5.1 Initial IA Training

All IA team members must complete minimum training requirements when assigned to an IACF position. This training standard serves as the basis for development in IA and provides civilian personnel the necessary training to perform duties of IA positions effectively. This training will result in achievement of IA certification at level I at the end of the first year of service in an IACF position.

Each IA command will have discretionary authority to require additional training, including technology specific training and on-the-job training, for certain positions and/or individuals as is necessary due to job expectations. The intensity and length of the subject matter required may be increased to meet technological changes and operational needs of the organization. The instructional design for unit level training is determined locally, but is most often accomplished by pairing a junior military or civilian with an individual with accrued time in a related IA role. If required, each unit will develop appropriate lesson plans, support materials, and instructor guidance.

Formal training is often subject to availability of quotas and/or funds. Many required classes, including the three listed above, are web-based and can be reasonably accomplished within the individual's work schedule. Commands are strongly encouraged to be flexible in allowing new team members the opportunity to gain a broad knowledge base and to enhance their communication and leadership skills.

5.1.1 Tracking of Initial Training Standards

The CFETP will be issued to all individuals upon initial entry to the IA workforce. Completion of training will be documented and certified by supervisor of record, and the training completion certification record shall be maintained in the trainee's personnel file. Supervisors will review the IACF initial training requirements with trainees at an initial review within 30 days of the trainee's assignment to the unit. Supervisors and team members are expected to document the initial review such that any future supervisor has a data trail for reference.

Supervisors may document the individual's training in accordance with unit practices. They will review training progress with trainees on a regular basis and at the end of their assignment. In the event a trainee changes supervisors, the training plan will be re-evaluated between the individual and his/her newly assigned supervisor.

After completing IACF initial training and one year of service in IA, team members will be eligible for CCDP Level I certification. All IA personnel will be expected to achieve CCDP Level I certification at the end of their first year of service in an IACF position. IA personnel can apply for CCDP certification at www.personnelinitiatives.org.

5.2 Training and Education Course Index

5.2.1 Training Specific to the IA Mission

IA training is offered primarily by DISAM and JSOU. All personnel in IA related positions are required to complete the IPSR course offered by DISAM. Selected additional courses are required for IA certification and recommended for all IA personnel.

These courses are recommended, as appropriate, for individuals in IACF positions based upon the duties, responsibilities, and career plan of each team member.

Table 1: Air Force International Affairs Training Opportunities

	Course Title	Description	Duration	Methods	Pre-Requisites
The IA core course, offered by DISAM	SAM-IPSR OL International Programs Security Requirements Course, On-Line	Provides an overview of the full range of program security issues including an understanding of technology transfer, export controls, and the key players, laws, policies and procedures that govern foreign involvement in DoD programs.	Up to 60 days after enrollment	On-line	None
	SAM-IPSR3 International Programs Security Requirements Course, 3-day	Covers the principles and procedures that facilitate international Technology Transfer, Export Controls, and Foreign Disclosure.	3 days	DISAM Resident or on-site	None
Comprehensive Intro to Security Cooperation	SAM-C Security Assistance Management CONUS Course	Furnishes students with a comprehensive understanding of the entire Security Assistance (SA) management process emphasizing international business management concepts, issues, and practices, thereby enabling them to understand how their particular organizational functions interact with and relate to all other functions of security cooperation management.	10 days	DISAM Resident	None Note: includes IPSR
	SCM-O Security Cooperation Management Overseas Course	Provides a functional knowledge of security cooperation and assistance management policies and procedures for personnel with assignments overseas.	10 days	DISAM Resident	None Note: includes IPSR

	Course Title	Description	Duration	Methods	Pre-Requisites
Overview Security Cooperation Courses	SAM-OS Security Assistance Management Introduction to Security Assistance On-Site Course	Provides an overview of Security Assistance (SA) programs and their legislative requirements. Includes the FMS process, contractual and acquisition aspects, financial management, and logistic systems.	3 days	On-site	None
	SAM-OC Security Assistance Management Orientation Course On-Line	Provides an overview of the full range of SA activities including legislation, policy, FMS processes, logistics, finance, and training management.	About 27 hours	On-line	None
	SAM-E Security Assistance Management Executive Course	Increases the student's understanding of US Government policies and procedures for the transfer of defense articles and services, and provides an appreciation of the international environment in which they must function.	5 days	DISAM Resident	None
Specialized courses in Security Cooperation	SAM-IT Security Assistance Management International Training Management Course	Provides an overview of management of the US international training program and a functional use of the International Security Assistance Network, the International Training Management System, and the various internet web sites that provide management information for international training managers.	3 days	On-site	None
	SAM-CF Security Assistance Management Financial Management Course	Encompasses a broad variety of topics including FMS pricing, flow and accounting of funds, FMS Trust Fund, expenditure authority, and billing	5 days	DISAM Resident	SA Financial Management Experience
	SAM-CM Security Assistance Management Program/Case Management Course	Covers a wide variety of topics including DoD and Service implementing directives; FMS policy, program requirements, management actions; and available automated information systems	5 days	DISAM Resident	None

Course Title	Description	Duration	Methods	Pre-Requisites
SAM-CS Security Assistance Logistics/Customer Support Management Course	Provides personnel who are directly involved in or concerned with FMS requisitions and materiel movement with a comprehensive understanding and application of the policies, procedures, systems and actions necessary to move FMS materiel from its initial requisition to its shipment to the customer's final destination.	5 days	DISAM Resident	Basic introductory DISAM course: On-line Orientation Course (SAM-OC); CONUS Course (SAM-C); On-Site Course (SAM-OS); Overseas Course (SAM-O) or the Foreign Purchaser Course (SAM-F)
SAM-CR Security Assistance Management Case Reconciliation/ Closure Course	Provides personnel who are directly involved or concerned with FMS case and financial management a comprehensive understanding and application of the policies, methods, systems, and actions necessary for effective and continuous case and line reconciliation from implementation through final closure.	5 days	DISAM Resident	DISAM Security Assistance Management CONUS Course (SAM-C)
SAM-AT Security Assistance Advanced Training Course	Examines the current training management policies and procedures throughout the entire international training community and identifies improvements that can be submitted to training policy makers.	5 days	DISAM Resident	2 years experience and DISAM Overseas Course (SCM-O) or DISAM Foreign Purchaser Course (SAM-F) or DISAM Training Officer Course (SAM-TO)
MTCR Missile Technology Control Regime	Familiarizes the student with the requirements of the MTCR guidelines, including the annex of controlled items, and the role of the MTCR in the management of security cooperation programs.	2 days	On-site	None

	Course Title	Description	Duration	Methods	Pre-Requisites
Defense Acquisition University	PMT 203 International Security and Technology Transfer/Control (ISTT/C) Course	Comprehensive overview of US law, policy, and regulations that govern ISTT/C. Covers the procedures for export and import of defense and dual-use equipment and services, handling classified and controlled unclassified program information, and foreign visit control.	5 days	DAU Resident	SECRET security clearance
Joint Special Operations University Courses	Cross-Cultural Communications	Provides students with an understanding of how countries' cultures have shaped their own values and communication patterns.	5 days	JSOU Resident	None
	Middle East Orientation Course	Provides an understanding of Middle Eastern culture, with emphasis on protocol when traveling there.	5 days	JSOU Resident	None

5.2.2 Functional Training to support the IA Mission

IA functional training includes courses in the following areas: International Logistics; Security Assistance; Cooperative Research, Development or Acquisition; Foreign Disclosure, Security, and Technology Transfer; Education and Training; Policy; Financial Management; Information and Personnel Exchanges; and Program Management.

The courses below are recommended, as appropriate, for the individuals in IACF positions based upon the duties, responsibilities, and career plan of each team member. Many of the courses listed here may also fulfill certain IA certification requirements.

Table 2: IACF Recommended Training Courses

	Course Title	Description	Duration	Methods	Pre-Requisites
Acquisition	**ACQ 101** Fundamentals of System Acquisition Management	Provides a broad overview of the DoD system acquisition process, overall phases of acquisition.	Up to 60 days after enrollment	DAU On-line	IACF CFMT highly recommends that all team members take ACQ 101 as it is a prerequisite for many other IA-related functional courses.
Cost Fundamentals	**BCF 103** Fundamentals of Business Financial Management	Develops skills necessary for formulating and executing a program office budget. Topics include cost analysis; funding policies; the DoD planning, programming, and budgeting system; the congressional enactment process; and the budget execution process.	10 days	DAU On-line	ACQ 101
	BCF 101 Fundamentals of Cost Analysis	Covers policies and techniques for preparing weapons systems life cycle cost estimates, including DoD estimating requirements and guidance, estimate use and structure, analogy estimates, parametric estimating, improvement curves, inflation, risk, economic analysis, and software cost estimating.	10 days	DAU Resident	ACQ 101 Basic algebra

	Course Title	Description	Duration	Methods	Pre-Requisites
	BCF 102 Fundamentals of Earned Value Management (EVM)	Summarizes the language data reports, metrics, graphs, and management processes associated with EVM as they apply to DoD acquisition management. Emphasizes the processes related to the Performance Management Baseline (PMB), the Integrated Baseline Review (IBR), and the American National Standards Institute (ANSI) for EVM Systems.	Up to 20 days after enrollment	DAU On-line	ACQ 101
Contracting	**CON 100** Shaping Smart Business Arrangements	Designed for personnel new to the Contracting career field. Emphasizes skills necessary for making business decisions and for advising other acquisition team members in successfully meeting customers' needs. Covers the different DoD mission areas and the procurement alternatives for each, as well as knowledge management and information systems.	4 days	DAU Resident	None
	CON 110 Mission Support Planning	Introduces new contracting personnel to their role as a business advisor in the acquisition process. Focuses on the students' role in understanding their customers' mission and in developing an ability to plan successful mission support strategies based on their knowledge of the contracting environment and their customers' needs.	Up to 60 days after enrollment	DAU On-line	None, but CON 100 is desired taking before CON 110
	CON 111	Focuses on executing the acquisition planning through soliciting industry and awarding a contract. Provides students with the knowledge necessary to execute an acquisition that optimizes customer mission performance.	Up to 60 days after enrollment	DAU On-line	CON 110
	CON 112	Builds on the foundation established in CON 110 and CON 111 and provides students with the knowledge necessary to identify and utilize appropriate performance metrics when evaluating contractor performance.	Up to 60 days after enrollment	DAU On-line	CON 111

	Course Title	Description	Duration	Methods	Pre-Requisites
Information and Logistics	**IRM 101** Basic Information Systems Acquisition	Covers introductory level concepts in DoD information systems acquisition management, including software acquisition/development risks, DoD regulatory and technical frameworks, software and system architectures, and software development life cycle and integration processes.	Up to 60 days after enrollment	DAU On-line	ACQ 101
	LOG 101 Acquisition Logistics Fundamentals	Provides a broad overview of the role of acquisition logistics in the system acquisition life cycle and system engineering processes.	Up to 60 days after enrollment	DAU On-line	ACQ 101
International Program Management	**PMT-202** Multinational Program Management	Emphasizes the US policy of encouraging armaments cooperation and enhancing interoperability with our allies.	5 days	DAU Resident	None
	PMT-203 International Security and Technology Transfer/Control	Provides a comprehensive overview of US law, policy, and regulations that govern International Security and Technology Transfer/ Control (ISTT/C).	5 days	DAU Resident	SECRET security clearance

5.2.3 Professional Development for all Air Force Personnel

5.2.3.1 Basic Developmental Education (BDE)
Directed at the Tactical Level of development, BDE is designed to develop depth of knowledge and experience through education and developmental training within the individual's primary career field. Responsibility for BDE will fall primarily to MAJCOM and Base-level for implementation.

5.2.4 Civilian Developmental Education (CDE)

CDE (which was previously called Air Force Civilian Career Development Program (CCDP)) is part of a larger framework for the development of future civilian leaders. The program includes in-residence developmental education, long-term academic and experiential programs, all of which are included in one of the following schools/programs.

5.2.4.1 Intermediate Developmental Education (IDE)
Directed at the Operational Level of development, IDE is designed to develop broader experiences and increased responsibility within a related family of skills, in preparation for an assignment outside of or within an individual's career field.

<u>Air Command and Staff College (ACSC)</u>: The objective is to educate mid-career officers and civilians to lead in developing, advancing, and applying air and space power across the spectrum of service, joint, and combined military operations. Basic eligibility is GS-12 or 13 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidates should demonstrate outstanding potential for senior command and staff positions; preferably have six years or less service in grades GS-12/13 (or NSPS equivalent).

<u>AF Legislative Fellows Program:</u> The objective is to gain a hands-on understanding of how the Legislative Branch works and how Congressional decisions affecting federal agencies' programs are made and to apply knowledge and skills learned on the Hill in a headquarters legislative position. Basic eligibility is GS-13 (or NSPS equivalent), by exception GS-12 (or NSPS equivalent); must have a Master's Degree and a minimum 2 years service in the Executive Branch. Ideal candidates should demonstrate outstanding potential for leadership roles, ability to work complex issues in an unstructured work environment, possess ability to initiate work and to work independently, and demonstrate interest in legislative procedures, practices, and techniques.

<u>Harvard University, John F. Kennedy School of Government:</u> Strengthen policy analysis and management skills for mid-career professionals. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

<u>Department of Defense Executive Leadership Development Program (ELDP):</u> This is a part-time program that requires 55-60 days TDY over a 10-month period. PCS travel will not be required. The program objective is to provide overview of the joint mission and promote greater understanding of the DoD organization, operations and culture; gain knowledge about the war fighter, mission and accomplishments, resources, and operational environment through immersion field deployments; emphasize problem analysis, solution development, and coordination with a focus on team building, communication, and management skill development; and present external dimensions that influence DoD; e.g., Congress, Office of the President, State Department, United Nations. Basic eligibility: Must be a permanent GS-12 or 13 (or NSPS equivalent) with Bachelor's Degree and a minimum of 3 years experience as a career employee. Ideal candidate must demonstrate history of superior or exceptional performance and have completed SOS, ACSC, or AWC by seminar, correspondence, or in-residence.

5.2.4.2 Senior Developmental Education (SDE)
Directed at those entering the Strategic Level of development, SDE is designed to develop a breadth of experience and developmental perspective necessary for an assignment outside of the individual's primary career field.

<u>Air War College (AWC)</u>: Focus on military strategy/employment of air and space forces, including joint operations, in support of national security. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

National War College (NWC): Focus on national security strategy formulation and implementation. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

Industrial College of the Armed Forces (ICAF): Focus on the resources component of national security strategy—future joint utility a prime consideration. Must demonstrate outstanding potential for senior command and staff positions and highly experienced in the design and resourcing of different facets of national security. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

Industrial College of the Armed Forces - Senior Acquisition Course (ISAC): Focus on the resources component of national security strategy—future joint utility a prime consideration. Demonstrate outstanding potential for senior command and staff positions and highly experienced in the design and resourcing of different facets of national security. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

RAND Fellows: Employ advanced research techniques while working on USAF-sponsored research. Ideal candidate would have strong operational background in functional area. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Master's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

Stanford University—Graduate School of Business/Stanford Sloan Program: Provide a framework for success in the changing global business environment. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

Council for Excellence in Government (EIG): In concert with private sector leaders who have served as public officials, build the capacity of mid-level federal managers to lead organizations and produce results in their own organizations using actual mission issue projects. Ideal candidate would have strong operational background in functional area. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Master's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

Harvard University, John F. Kennedy School of Government: Strengthen policy analysis and management skills for mid-career professionals. Candidate must be a permanent GS-14-15 (or NSPS equivalent) with a Bachelor's Degree. Ideal candidate must have completed prior DE by correspondence or seminar program.

APPENDIX A: SPONSORED LEADERSHIP COURSES

The following leadership and management courses are available for IACF team members occupying Centrally Managed positions. All leadership and management courses are funded by IACF through the AFPC Centrally Salary Account and are subject to funding availability.

Course	Description	Duration	Pre-Requisites/Eligibility	Provider(s)
Leadership Potential Seminar	Assists agencies in their leadership succession planning through early development of current and future managers and leaders. Helps participants find and define a mandate for leadership within themselves.	1 week	High-performing technical specialists, project managers, and professionals, such as lawyers and engineers.	Eastern Management Development Center (EMDC), Western Management Development Center (WMDC)
Seminar for New Managers: Leading People	Provides the essential skills necessary for successful transition from first line supervision into management.	1 week	New managers typically in the early stages of their management position.	Eastern Management Development Center (EMDC), Western Management Development Center (WMDC)
Supervisory Leadership Seminar: Learning to Lead	Provides the new government supervisor with basic administrative, human resource and leadership knowledge and skills to become highly successful supervisors.	Available in a one week format which can be taken consecutively or taken as two separate weeks	Supervisors in the Federal Government.	Eastern Management Development Center (EMDC), Western Management Development Center (WMDC)
Leading in a Global Environment	Examines critical global policy and leadership challenges.	N/A	Senior Executive Service (SES) members and GS-15s (or NSPS equivalent; or equivalent in other pay systems).	Federal Executive Institute (FEI)
Leadership for a Democratic Society	Helps agencies in the development of their career executive corps, linking individual development to improved agency performance.	4 weeks	Members of the Senior Executive Service and GS-15s (or NSPS equivalent; or equivalent in other pay systems).	Federal Executive Institute (FEI)
National Security Policy	Provides attendees the opportunity to explore, with practicing experts, the security issues facing America.	3 days	Managers and staff involved with security policy implementation or evaluation at any level.	Western Management Development Center (WMDC)

Course	Description	Duration	Pre-Requisites/Eligibility	Provider(s)
Management Development Seminar: Leading Organizations	Experienced mid-level managers step into the world of dynamic thinking, creativity, and innovative, results-producing performance.	1 week	Mid-level managers typically with two or more years of management experience.	Eastern Management Development Center (EMDC), Western Management Development Center (WMDC)
Executive Development Seminar: Leading Change	Focuses on developmental activities designed to strengthen the ability of senior managers to make that transition.	1 week	SES-level managers seeking focused skills development and promotion Individuals enrolled in a SES Federal Candidate Development Program	Eastern Management Development Center (EMDC), Western Management Development Center (WMDC)
Executive Development Seminar: Blended Course	The Executive Development Seminar (EDS), Blended Format presents the popular two-week traditional EDS curriculum in a blended format, where half of the course content is delivered through a cohort on-line, distance-learning format, paired with a one-week intensive in-residence experience.	2 weeks	Seasoned managers who can commit to an online learning experience with an academic format. As a prerequisite, this course assumes that the participant has had previous leadership training.	Western Management Development Center (WMDC)
Leadership Skills for Non-Supervisors and Non-Managers	Concentrates on developing informal leadership skills necessary to influence positive organizational success without positional authority.	1 week	Technical specialists, analysts, project leaders, scientists, engineers, and professional staff who are currently not supervisors or managers, but wish to learn more about increasing their leadership abilities.	Eastern Management Development Center (EMDC), Western Management Development Center (WMDC)
Carnegie Mellon Executive Excellence Seminar	Provides the concepts and techniques to be a superior leader. Helps individuals learn to lead and manage in an environment of political, social, economic and technological change; develop effective and flexible leadership skills that take into account personal styles, ethical considerations and the needs of other areas of the base; and communicate more effectively to help employees adapt to change initiatives, to develop and responsibly use power and influence, and to attain win-win outcomes in negotiations.	2 weeks	None	Carnegie Mellon

Course	Description	Duration	Pre-Requisites/Eligibility	Provider(s)
Naval Postgraduate School Defense Resources Management Course	Applies basic concepts and techniques to illustrations of: analysis and evaluation of programs and policies; and evolution and design of US defense management systems. Emphasizes the decision maker's broad perspective, which requires: appreciation of both the capabilities and limitations of a wide range of analytic concepts and systems; and awareness of the critical interdependence between and among such tools and specific decision making environments.	4 weeks	US Military Officers (Active or Reserve) of Grades O-4 through O-6; Civilian Officials of Grades GS-11 through GS-15 (or NSPS equivalent); Individuals Participating in Accelerated Career Development Programs; and Foreign Officials of Similar Rank or Grade.	Defense Resource Management Institute at the Naval Postgraduate School